

Let's Begin!

Section 1

AB 86: Now What? Best Practice and Creating a Continuum of Effective Responses to Problem Behavior

1

Mixer Activity Directions

1. Stand up, find a person in the room and each of you answer the question for each other
2. Both of you record what was said, either Yes, No, DK, but no need to record your brief discussion
3. Listen for the timer bell, say goodbye
4. Move on to another person and the next question
5. Try to speak with people you DON'T know
6. Have fun!

2

Mixer Activity

1. "The Hughes Bill" and implementing regulations in California was completely repealed by AB 86 and students with severe behavior will have no specialized staff conducting assessments. Yes No DK Implications?
2. The intent of AB 86 is to prevent students from getting a comprehensive in depth assessment and intervention plan. Yes No DK Implications?
3. Emergency Intervention reports must still be aggregated by the SELPAs. Yes No DK Implications?

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Mixer Activity

4. BCBAs must now be hired to conduct FBAs and develop behavior plans? Yes No DK Implications?
5. SELPAs will not be training staff on behavior plans? Yes No DK Implications?
6. BICM training requirements have shifted to the districts from the SELPAs. Yes No DK Implications?
7. Our previous PENT research and behavior plan forms and manual are now irrelevant. Yes No DK Implications?

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Mixer Activity

8. Restraints can no longer be used in school settings. Yes No DK Implications?
9. All behavior responds to a well designed behavior plan based on an FBA implemented with fidelity. Yes No Implications?
10. Students who need behavior interventions are...
Fill in the blank and state what you think about that sentence.

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Aggregation

☞ PENT leaders will now collect your Mixer Activity Recording Sheet.

☞ Return to your seat

☞ I will now review with you

THANK YOU!

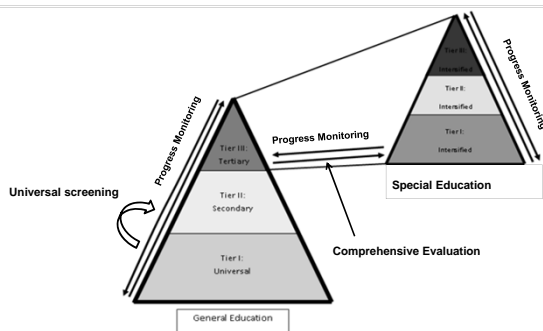
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National Trends in Behavior

- ⌘ Multi-tiered systems of support for all, with and without disabilities
- ⌘ MTSS based on Universal screening in academics and behavior
- ⌘ Data based decision making based on graphed data examined by a support team
- ⌘ SST processes replaced by RTI decision making processes

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Multi-Tiered Systems of Support (MTSS)



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Effect Size: What It Means

- ⌘ Magnitude of the effect of a particular intervention
- ⌘ Positive values = GOOD results
- ⌘ Negative values = BAD results
- ⌘ Effect sizes > 0.50 considered large
 - ⌘ Changes in behavior and performance are noticeable by lay persons

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Popular Treatments that DON'T Work

Treatment/Intervention	Effect Size
✂ Meeting with student	.00
✂ Punitive discipline	-.13 to + .06
✂ Alternative placement	-.10 to + .04
✂ Special education	- .03

POOR OUTCOMES FOR STUDENTS

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Popular Treatments that DO Work

Treatment/Intervention	Effect Size
✂ Positive Behavioral Supports	+ .90
✂ Social Skills Training	+ .68
✂ Group-based contingency	+ .81
✂ Token economy	+ .60
✂ Social emotional learning	+ 1.00
✂ Formative Evaluation + Graphing + Reinforcement	+ 1.20
✂ Mentor-based program	+ 1.00

*Kavale (2005); Marquis et al. (2000); Cook et al. (in press);
Blueprints for Promising Treatments (1999); Reschly (2004)*

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Addressing Behavior Problems

OLD WAY

- ✂ Reprimands and harsh statements
- ✂ "Card pulling" focus on rule breaking
- ✂ Office referral, suspension, expulsion
- ✂ Wait-to-fail then refer and test
- ✂ Place in special education as intervention
- ✂ Write behavior plans for a full range of problem behavior regardless of severity

NEW WAY

- ✂ Preventive supports with universal system of behavior supports
- ✂ Proactive screening to catch students early
- ✂ Intervene with high quality range of supports throughout the at risk population
- ✂ Use student response data to determine need for less or more intensive services, including behavior intervention plans

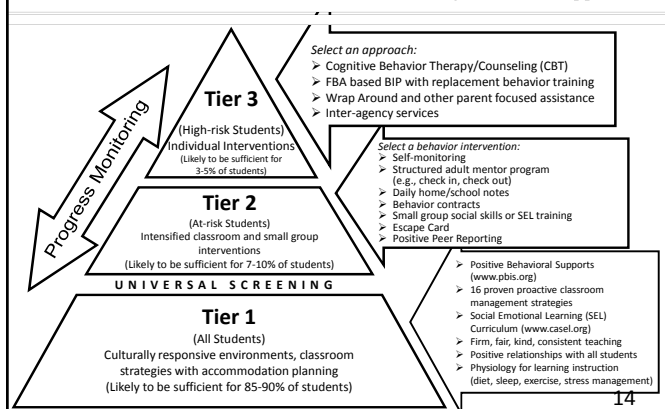
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What Is Fair?

Fair is not everyone
getting the same thing.
**Fair is everyone getting
what they need.**

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Three-Tiered RtI Model for Behavior and Social/Emotional Support



Best Practice

- ☞ Select a psychometrically sound universal screener
 - ☞ Must be correlated with a longer normative assessment tool
- ☞ For Behavior: Systematic Screening for Behavior Disorders (SSBD) by Hill M. Walker is the gold standard in correlation, but it is not time efficient in most schools
- ☞ For Behavior: See PEARSON/Review 360
 - ☞ Contact: <http://r360.psiwaresolutions.com>

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Student Risk Screening Scale (within Review 360 now)

Directions: Please rate each student on each behavior using the following scale: 0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

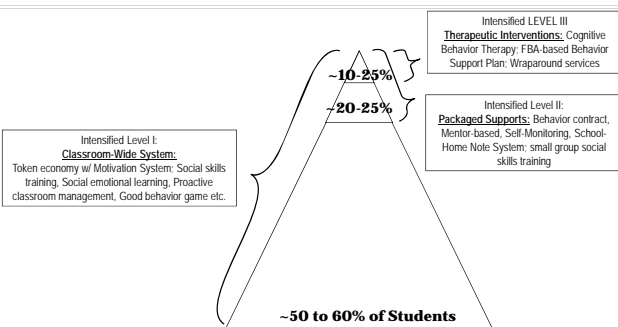
Student Name	Stealing	Lying, Cheating, Sneaking	Behavior Problems	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behaviors	SUM
BILLY	0	0	0	0	0	0	0	0
SALLY	1	2	3	2	3	2	2	15
JOHNNY	0	3	3	1	3	3	3	16
BEN	0	1	2	0	1	1	1	6
MELISSA	0	0	0	0	0	0	0	0
DIANA	0	0	0	0	0	0	0	0
FRANK	0	0	2	1	3	1	0	7
								16

School Internalizing Behavior Screener (within Review 360 now)

Directions: Please rate each student on each behavior using the following scale: 0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

Student Name	Nervous or fearful	Bullied by peers	Spends time alone	Clings to adults	Withdrawn	Sad or unhappy	Complains about being sick or hurt	SUM
BILLY								
SALLY								
JOHNNY								
BEN								
MELISSA								
DIANA								
FRANK								
								17

Three-Tiers within the Restrictive Setting



ED Effective Components

By Clayton R. Cook & Diana Browning Wright

RTI in Restrictive Settings: The TIERS Model for Students with Emotional & Behavioral Disorders

✎ A guide to designing and delivering a continuum of specialized care to students with severe EBD



LRP Publications, Inc., 2008. www.shoplrp.com

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RTI and Behavior: A Guide to Integrating Behavioral and Academic Supports

By Jeffrey Sprague, Clayton R. Cook, Diana Browning Wright, and Carol Sadler

A guide that addresses:

Beliefs
Knowledge
Skills
Procedures

Necessary for effective integration of behavioral and academic supports



LRP Publications, Inc., 2008. www.shoplrp.com

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Our Roles Are Changing

By Clayton R. Cook, Diana Browning Wright, Frank M. Gresham and Matthew K. Burns

Transforming School Psychology in the RTI Era: A Guide for Administrators and School Psychologists

✎ A guide that addresses necessary skills and procedures to support effective integration of a continuum of care in behavioral and academic supports



LRP Publications, Inc., 2008. www.shoplrp.com

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Underpinnings

Behavior Intervention Plans Concepts in Law



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BIPs not BSPs?

NOW WHAT?

- ⌘ BIPs are in the law in all 50 states!
- ⌘ Best practice when lesser interventions have failed.
- ⌘ Improves outcomes when the behavior is socially mediated.



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Recommending Restrictive Setting?

- ⌘ Supplementary Aids and Supports must be developed and implemented with fidelity, AND data must be used to demonstrate the student has been unable to succeed in the less restrictive setting
- ⌘ A BIP is the highest standard Supplementary Aid and Support for behavior when lesser supports have failed

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More Restrictive Considerations

IEP team examines four prongs:

- ☞ **Educational Benefit** in the current placement vs. new
- ☞ **Social Benefit** in the current placement vs. new
- ☞ **Degree of Disruption** to the learning environment.
- ☞ **Cost** of current placement vs. more restrictive placement

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Manifestation Determination & FBA

IEP team concluded the behavior leading to involuntary placement change was a manifestation of the student's disability

- ☞ IEP team developed an assessment plan for the FBA
- ☞ IEP team reviewed the findings
- ☞ IEP team must then consider what interventions will be selected and implemented to prevent reoccurrence based on FBA.
 - ☞ Most likely a Behavior Intervention Plan will be selected, but not always

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Does Behavior Impede Learning?

IEP Process Component: Behavior Impeding learning of student or peers

- ☞ If behavior is not a concern, no action is required.
- ☞ If behavior isn't impeding learning, but remains a concern, consider behavioral goals to progress monitor or move to "default" interventions that are not based on FBA
- ☞ If behavior is impeding learning, select positive strategies and supports and specify in the IEP and progress monitor change.
- ☞ KEY: A BIP IS NOT THE ONLY POSITIVE BEHAVIORAL INTERVENTION AND SUPPORT WE CAN CHOOSE

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Behavior Strategies Considerations

Strategy selection prior to BIPs:

- ☞ Have evidence based versions of default behavior interventions, managed by a school or IEP team, and implemented with fidelity, been tried and failed?
- ☞ Have use of default interventions been ruled out?

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Default Behavior Interventions

These include:

- ☞ School Home Note System
- ☞ Behavior Contract
- ☞ Self Monitoring Protocol
- ☞ Check in/Check out twice daily mentor and monitor system (e.g., The BEP-Behavior Education Program)
- ☞ Positive Peer Reporting
- ☞ Class Pass Intervention
- ☞ Use the Student Intervention Matching Form (SIM) to aid in selection of some default interventions further discussed in section 2. (See handouts section 1)

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Default Behavior Interventions

Additional Evidence Based Default Interventions Include:

- ☞ Small Group Social Skills Curriculum (If student hasn't demonstrated a skill and needs instruction to express needs skillfully)
- ☞ Small Group Social Emotional Learning Curriculum (If student has emotion regulation skill deficits: see www.casel.org)

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Source?

Socially mediated vs. emotionally driven?

- ⌘ **Socially Mediated**, i.e., externally reinforced, behavior is to get something or to reject/escape something in an environment
- ⌘ **Emotionally Driven**, i.e., internally reinforced, or a response to previous trauma triggered now in this environment.

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BIP Examples of Behaviors

Examples of socially mediated behaviors that may not have not responded to default behavior interventions and therefore require a BIP include:

- ⌘ Hitting others in protest/escape their behaviors, or hitting to get their attention
- ⌘ Making sexually explicit remarks to get laughs from others
- ⌘ Refusing to do work to escape the task requirement, or the class!
- ⌘ Etc., etc.

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Socially Mediated Behaviors in BIPs Require:

- ⌘ Replacement behavior training
 - ⌘ Socially mediated behaviors require instruction on skillful use of a functionally equivalent replacement behavior (FERB) when default interventions failed
- ⌘ Reinforcement of overall positive behaviors as well as FERBS
- ⌘ Specification of how staff should respond if and when problem behavior occurs again
- ⌘ Progress Monitoring and Two Way Communication
- ⌘ See handouts Section 1: BIP

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CBT and Other Evidence Based Therapy/Counseling

- ⌘ **Anxiety** triggered by fear of failure or separation anxiety or selective mutism that is not seeking a response from the environment and does not respond to environmental changes and default behavior interventions. These require a specific protocol to address the emotions, e.g., a cognitive behavioral treatment plan
- ⌘ **Depressed withdrawn behaviors** not seeking a response from the environment that have not responded to lesser interventions that have attempted to “behaviorally activate” require a cognitive behavioral treatment plan.

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Internal Examples

- ⌘ **School Phobia** and other phobias that require a specific evidence based protocol to systematically desensitize the student to stress provoking stimuli. (CBT approaches)
- ⌘ **Habits**, such as tic disorders, that require an evidence based Habit Reversal Protocol (CBT approaches)
- ⌘ **Repetitive** genital rubbing (pleasure seeking) that has not responded to environmental changes to enhance engagement and is not associated with child abuse (non FERB based Direct Treatment protocol)
- ⌘ **Separation Anxiety, Selective Mutism**, etc. (evidence based protocols)

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No Success Yet?

Problem Solving Non-Responders to Tier 3 Invention



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Solution Selection

Requires data analysis

- ⌘ Fidelity review comes first!
- ⌘ Environment next
 - ⌘ See handout: Environmental Analysis Summary of Observations
- ⌘ Last is the RIOT: Review of Records, Interview, Observe, Testing Hypotheses

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Reminder: Quality BIPs



All effective plans are a movie, not a snapshot

- ⌘ Change environment variables
- ⌘ Teach alternative, acceptable (replacement) behaviors- FERB
- ⌘ Reinforce general positive behavior AND use of Functionally Equivalent Replacement Behavior
- ⌘ Safely and productively handle problem behavior when/if it occurs again
- ⌘ Two way Communicate with key stakeholders
- ⌘ Progress Monitor scheduling
- ⌘ MEASURING QUALITY? A PENT ACHIEVED GOAL!

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BIP Desk Reference and BIP-QE II

- ⌘ Use to train staff on the key concepts of applied behavioral analysis and behavior intervention plans



Multiple Purposes for BIP-QE II

∞ Use when a BIP has not been successful.



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Multiple Purposes for BIP-QE II

∞ Use to keep proper focus balance between positive behavioral interventions and potential future disciplinary considerations.



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Multiple Purposes for BIP-QE II

∞ Use to improve your ability to legally defend the team's Behavior Plan.



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What the BIP-QE II does NOT measure

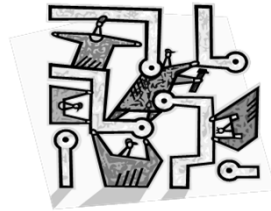
- ✎ Whether the new behaviors, interventions, environmental changes, and reinforcers fit the student
- ✎ Whether the behavior was socially mediated or internally driven
- ✎ Whether this plan is developmentally appropriate for this student



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BIP-QE II does NOT measure Fidelity

- ✎ Whether the plan was or will be implemented consistently and skillfully takes observation, data analysis and review



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PENT Research Team Peer Reviewed Journal Publications

www.pent.ca.gov/hom/research.html

- ✎ Cook, C.R., Mayer, G.R., Browning-Wright, D., Kraemer, B., Gale, B. & Wallace, M.D. (2012). Exploring the link between evidence-based quality of behavior intervention plans, treatment integrity and student outcomes under natural educational conditions. *The Journal of Special Education*, 46, 3-16.
- ✎ Kraemer, B. R., Cook, C. R., Browning-Wright, D., Mayer, G. R., & Wallace, M. D. (2008). Effects of training on the use of the Behavior Support Plan Quality Evaluation Guide with autism educators: A preliminary investigation examining positive behavior support plans. *Journal of Positive Behavior Interventions*, 179-189.

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PENT Research Team Peer Reviewed Journal Publications (cont.)

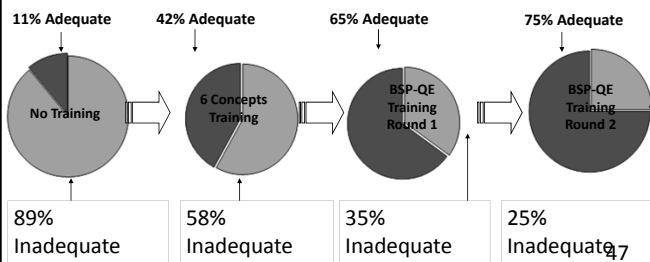
www.pent.ca.gov/hom/research.html

- ∞ Cook, C. R., Crews, D., Browning-Wright, D., Mayer, R., Gale, B., & Kraemer, B. (2007). Establishing and evaluating the substantive adequacy of positive behavior support plans. *Journal of Behavioral Education*, 16, 191-206.
- ∞ Browning-Wright, D., Mayer, G. R., Cook, C. R., Crews, D., Kraemer, B. R., & Gale, B. (2007) A preliminary study on the effects of training using behavior support plan quality evaluation guide (BSP-QE) to improve positive behavioral support plans. *Education and Treatment of Children*, 30, 89-106.

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Comparison of Plan Quality

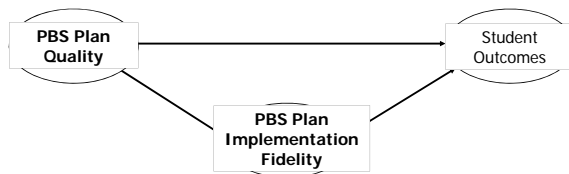
1. no training, 2. Six key concepts training, 3. Round one training on BSP-QE, and 4. Round two training on BSP-QE



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Last Published Research

- ∞ Exploring the connection between PBS plan quality, plan implementation fidelity, and student outcomes.



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Relationship Between PBS Plan Quality and Student Outcomes

Three areas were examined:

- ∞ Decrease in problem behaviors: Correlation = .43*
- ∞ Increase in general positive behaviors: Correlation = .32*
- ∞ Increase in student using a Functionally Equivalent Replacement Behavior: Correlation = .24*

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Relationship Between Plan Quality and Plan Fidelity

- ∞ Results: the better the plan, the more likely the plan is to be implemented with integrity (i.e., implemented as written [$r = .56$]).
- ∞ Analysis results: We examined the sequence to determine whether fidelity significantly predicts student outcomes.
 - ∞ Step 1: Developed a high quality plan
 - ∞ Step 2: Implemented the plan with high fidelity (as written)
 - ∞ Step 3: Improved student outcomes

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Implications of Research for Practitioners

- ∞ Research on the BIP has demonstrated that the better the evaluated plan, the more likely the plan will be implemented with fidelity.
- ∞ "Failure to properly or consistently implement the behavioral interventions identified in an appropriately developed BIP can amount to a denial of FAPE." (Norlin, John W. (2012) FBAs and BIPS: Meeting IDEA Compliance Obligation. Palm Beach Gardens, Florida: LRP publication, p.28.)

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Implications of Research for Practitioners

- ✎ The BIP-QE II is a valid and reliable instrument for evaluating behavior plans.
- ✎ Use the BIP-QE II as a training tool when teaching staff how to develop a complete and adequate BIP. Research has shown that this tool increased staff performance.
- ✎ Periodically evaluate your plans to maintain skill mastery

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Conclusion

- ✎ PENT proved high scoring plans produce desired outcomes and published in 4 peer reviewed journals
 - ✎ This was a 10 year endeavor
 - ✎ Other states are copying us now
- ✎ Altering words, removing or adding sections means redoing all the psychometrics
- ✎ The BSP form is now the BIP form and embodies the key principles from the field of behavior analysis
- ✎ Our efforts should be used now in developing a continuum of care and investigating the Implementation Science of getting buy in for Fidelity

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Severe Behavior, ID or Autism Ethics

- ✎ Every state has these students; ethics apply everywhere
- ✎ Our PROFESSIONALISM is required to make judgments on the who, the what, the depth and comprehensiveness of what we provide as in other states
- ✎ Advocate for continuing and expanding “best practices” in assessment and intervention design
- ✎ **Our most skilled and experienced staff need to perform our most advanced assessments and our greatest frequency of progress monitoring**

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FBA Report

FUNCTIONAL BEHAVIOR ASSESSMENT REPORT

An FBA is an analytical process based on observations, review of records, interviews, and data analysis to determine the function the behavior serves for the student, how that function can be met more appropriately and how the environment can be altered to better support general positive behaviors.

Date(s) of FBA Data Collection: _____		Date of Report: _____	
SECTION 1: Student Information			
Student Name: _____		<input type="checkbox"/> Male	<input type="checkbox"/> Female
_____	_____	_____	_____
Last (legal)		First (no nicknames)	
Birthdate: _____	Grade: _____	M/I: _____	
Resident District: _____	School of attendance: _____	Drop down menu	
SECTION 2: Parent/Guardian Contact Information			
<input type="checkbox"/> Parent	Name: _____	Home Phone: _____	Work Phone: _____
<input type="checkbox"/> Foster Parent	Address: _____	_____	_____

Deepen the Documentation

- See handouts in section 1 and download from www.pent.ca.gov/forms
- Optional Data Collection Documentation Form (New)
- Optional Data Collection during BIP Implementation (New)

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Café Chat on Section 1

- How will full development of a Continuum of Care, described today, with BIPs or CBT reserved when necessary for students who need more than default interventions affect outcomes for students and efficiency for staff?
- How might our job definitions change when ongoing progress monitoring becomes the standard, with decisions made after 4 data points?
- How can we now promote and continue a rigorous depth of assessment and intervention design for our most fragile students?

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